The Utilization Of Coordinating Conjunctions, Conjunctive Adverbs And Semicolon In Compound Sentences

Sari Fatimah, Abdul Muth'im, Cayandrawati Sutiono

Lambung Mangkurat University

ffhety@gmail.com

Abstract

Writing is a skill used when one has difficulties with the ideas they have through verbal means. Nowadays, where there are uncountable means to communicate in writing, such as in social media. In Writing, L2 learners must master how to compose sentences, such as simple, compound, complex, and compound-complex sentences. This study aims to discover the English Department's capability in implementing coordinating conjunctions, conjunctive adverbs, and semicolons in sentences with the type of compound. The study used a descriptive quantitative design where the samples are 65 chosen L2 learners from batch 2017. The crucial data was collected through the test and analyzed using the raw score formula from Darmadi. The result showed that their capabilities in implementing coordinating conjunctions, conjunctive adverbs, and Semicolons in sentences with the type of compound categorized as *fair* level with an average score of 61.6. The L2 learners had a *low capability* in implementing coordinating conjunctions with an average score of 58%. Meanwhile, sentences with the type of compound using semicolon are classified as a *fair* category with an average score of 63%. However, in implementing conjunctive adverbs categorized as *very low, the average score was* 44%, which is the lowest category among the other two.

Keywords: Conjunctive Adverbs, Coordinating Conjunctions, Semicolon, Writing

INTRODUCTION

People in most countries utilize English as L2 and implement it for daily communication. In Indonesian schools, it is one of the compulsory subjects taught from elementary up to university level. In grasping the language, the L2 learners must master four skills: listening, speaking, reading, and writing. All of them are crucial for the reason that they are essential to be a Master of English, especially in writing given that people mostly convey their ideas through writing. When one has difficulties the ideas they have through verbal means, they could convey it through Writing (Cloutilize, 2004, p. 45). Especially nowadays where there are uncountable means to communicate in form of writing such as in social media.

In Writing, L2 learners must master how to compose sentences, such as simple, compound, complex, as well as compound-complex sentences. Given that studying the compound sentence is crucial because when we want to give equal weight to two ideas related to first and second independent clauses, conjunctions and semicolon, it can build more specific information in L2 learners' writing. Yarber (2009) stated that coordinating conjunctions help guide the reader through the passage; they let the reader know in what direction the flow of ideas is going. Moreover, informal written English, the semicolon is also utilized instead of coordinating conjunctions in order to connect sentences. When two sentences are joined with the semicolon, the second sentence is usually an explanation or exploration of the meaning of the first sentence. In conclusion, the conjunctions and semicolon will help the L2 learners to explain their ideas which are poured into paragraphs or essays.

The English Department L2 learners of Lambung Mangkurat University Batch 2017 were chosen as the subject of this study for the reason that they have already learned about sentences with the type of compound and passed the Guided Writing classes. In the process of academic writing, the L2 learners will compose many assignments or examination papers that are required to be presented in the form of paragraphs, essays, etc. An example is an essay requiring conjunctive adverbs as a link or bridge to connect ideas in sentences. It means the connectors can help to explain the relationship ideas in

paragraphs or essays. Jaluniene (2015) referred that conjunctive adverbs are a tool to generate cohesive relations which are utilized abundantly by L2 learners in their academic essays. Therefore, knowing the L2 learners' capability writing sentences with the type of compound will be the basis for L2 learners how to utilize conjunctions correctly.

Based on the background above, the investigator is interested in conducting a study about the English Department's capability to implement coordinating conjunctions, conjunctive adverbs, and semicolons in sentences with the type of compound. The study entitled "The Utilize of coordinating conjunctions, conjunctive adverbs and semicolon in sentences with the type of compound by the English Department L2 learners of Lambung Mangkurat University Banjarmasin Batch 2017".

Hence, the investigator referred to the problem as follows: What is the capability of the English Department L2 learners of Lambung Mangkurat University Banjarmasin Batch 2017 to implement coordinating conjunctions, conjunctive adverbs, and semicolon in sentences with the type of compound?

STUDY METHODOLOGY

Approach and Type of Study

In this study, the investigator utilized a quantitative approach. The data needed would be calculated to discover the average or mean score and then describe L2 learners' capability to implement coordinating conjunctions, conjunctive adverbs, and semicolon in sentences with the type of compound. Hence, this study could be said as non-experimental with the reasoning that all variable included did not get manipulated at all.

Population and Sample

This study has a population of 103 L2 learners from English Department Lambung Mangkurat University batch 2017 where the samples are 65 L2 learners after who got chosen after cluster sampling was implemented. In addition, 34 out of 103 L2 learners have been utilized as the sample for the tryout test.

Instrumentation

In this study, test was implemented as the chosen instrument, where the said test was utilized to discover the L2 learners' capability to implement coordinating conjunctions, conjunctive adverbs, and semicolon in sentences with the type of compound. The detail could be seen in table of test specification below.

Table 1. Test Specification

Part of the Test	Indicators	Number of Questions	Items
I	Joining pairs of sentences using coordinating conjunctions	1, 2, 3, 4, 5, 6, 7	7
II	Joining pairs of sentences using conjunctive adverbs	8, 9, 10, 11, 12, 13, 14, 15, 16	9

III	Rewriting the sentences and placing semicolon appropriately	17, 18, 19, 20, 21, 22, 23, 24, 25	9
IV	Making sentences with the type of compound using coordinating conjunctions	26, 27, 28, 29, 30	10
	Making sentences with the type of compound using conjunctive adverbs	31, 32, 33, 34, 35	
V	Complete the sentences by adding second independent clauses	Coordinating conjunctions	36, 37	10
		Conjunctive adverbs	38, 39, 40, 41, 42, 43, 44, 45	
Total			**45**

Joining pairs of sentences were a beneficial means of testing L2 learners' capability to produce acceptable as well as appropriate conjunctions while rewriting sentence items was beneficial for testing the capability to making sentences with the type of compound using a semicolon. Making sentences items were extremely beneficial for testing the capability to produce grammar of the target language. Completion items are beneficial for testing the capability to make sentences with the type of compound by adding the second independent clautilize. The test consists of 45 items divided into five parts, I, II, III, IV, and V. Part I has 7 items in form of joining pairs of sentences while part II also joining pairs of sentences and it has 9 items. Part III has 9 items in form of rewriting the sentences. Part IV has 10 items in the form of making sentences and part V also has 10 items in the form of completing sentences by adding the second independent clauses.

The investigator also conducted an interview with the L2 learners of the English Department Batch 2017 to support the data that cannot be obtained through a written test or they can be utilized to verify the written test result. In this study, the investigator utilized a free guided interview. The interview guide is a list of questions that were formulated by the investigator to get the information needed for the study through an interview between interviewer and interviewee. The interview was held after collecting the data after the written test was finished. It was semi-structured for the reason that the investigator wants to found out the problems openly.

There were 9 questions for the interview. It was held by using the interview script. The interview script includes knowing the sentences with the type of compound with coordinating conjunctions, conjunctive adverbs, and semicolon. The second, the L2 learners' problems, is implementing the coordinating conjunctions, conjunctive adverbs, and semicolon in sentences with the type of compound. The third question asks the L2 learners' knowledge about the independent clauses and their trouble in adding the second independent utilize. The last question asks the L2 learners' opinions of all the questions given by the investigator. These questions were made related to the L2 learners' knowledge which has been learned in the guided writing course and their written test result. There were 27 respondents who were interviewed by the investigator. These interviewees were chosen based on their written test results.

The Validity and Reliability of the Instrument
To be sure that the instrument was valid, content validity was utilized by the assist from expert validator Content who were the lecturers of chosen samples

TABLE 2. The Content from Syllabus Being Taken as the Materials for the Test Instrument

Kemampuan Akkhir yang Diharapkan	Bahan Kajian	Indicator
Menulis kalimat compound berdasarkan struktur kalimat dengan baik.	Compound Sentence with • Coordinating Conjunction • Conjunctive Adverb	Ketepatan dalam menulis kalimat compound (Accuracy)

	• Semicolon	

(Source: Rencana Pembelajaran Semester Berbasis KKNI, Guided Writing)

As for the instrument reliability, the investigator utilized test-retest reliability. The interim given for the first and the second test was between one and two weeks. The investigator utilized the raw score formula from Darmadi (2014).

$$r = \frac{N\ \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(N\ \Sigma x^2 - (\Sigma x)^2)(N\Sigma y^2 - (\Sigma y)^2}}$$

Note:
r = Correlation coefficient product moment
X = 1th Test Score
Y = 2nd Test Score
N = Subject

After the r was counted, the reliability of the test was categorized by using the following interpretation:

Table 3. The Interpretation of Reliability

R	Interpretation
0.81 – 100	Very High Correlation
0.61 – 0.80	High Correlation
0.41 – 0.60	Moderate Correlation
0.21 – 040	Low Correlation
0.00 – 0.20	Very Low Correlation

The following is the result of try out and checked by using a raw score formula.

$$r = \frac{(34)\ (153634) - (2203)(2346)}{\sqrt{((34)(144669) - (2203)^2)\ ((34)(164136) - (2346)^2)}}$$

$$r = \frac{5223556 - 5168238}{\sqrt{(4918746 - 4853209)\ (5580624\ - 5503716)}}$$

$$r = \frac{55318}{\sqrt{(65537)\ (76908)}}$$

$$r = \frac{55318}{\sqrt{5040319596}}$$

$$r = \frac{55318}{70,995,208}$$

$$r = 0,7791793$$

$$r = 0,78$$

Based on the data above, the r-value is 0,78 and can be categorized as a high correlation. It means that the test was reliable and can be utilized as the instrument of the study.

The Data Collection

The crucial data were collected on October, 23rd 2018 and November 14th, 2018. The investigator utilized a written test in the form of joining pairs of sentences, rewriting the sentences, making sentences, and completing sentences. The test consists of 45 items divided into five parts.

In parts I and II, the L2 learners asked to join pairs of sentences in sentences with the type of compound using conjunctions, including coordinating conjunctions and conjunctive adverbs. In part III, the L2 learners asked to recompose the sentences and place semicolon appropriately. Part IV requires the L2 learners to make sentences with the type of compound using their own words with conjunctions given. In part V, the L2 learners asked to complete the sentences by adding the second independent clauses. For the interview session, the investigator chose some L2 learners as the representative for each category (4) L2 learners for *good* to *very good*, (3) L2 learners for *fair*, and 20 L2 learners for *low* to *very low* category. Moreover, it was done after the written test was finished.

The steps in collecting the data:

1. The investigator chose the samples from Intermediate Writing Course.
2. The investigator gave the L2 learners a written test consisting of 45 items about sentences with the type of compound.
3. L2 learners did the test based on the instructions given in every part of the test.
4. The L2 learners had for about 60 minutes to answer all the items.
5. The investigator collected the L2 learners' worksheets.
6. The investigator did an interview session with the L2 learners.

The Data Analysis

The steps or stages of analyzing the data according to Darmadi (2014) are as follow :

1) Giving scores to L2 learners' works using the formula :

$$Score = \frac{Total\ correct\ answers}{Number\ of\ Test\ Items} \times 100$$

2) Categorizing the student's scores :

TABLE 4. Data Interpretation

Score	Category
> 80	Outstanding
77 - < 80	Excellent
75 - < 77	Very Good
70 - < 75	Good
66 - < 70	Above Average
61 - < 66	Average
55 - < 61	Below Average
50 - < 55	Weak
40 - < 50	Poor
0 - < 40	Fail

(Source: ULM Classification Score 2018)

3) Calculating the average score. The formula: $M = \frac{\Sigma fx}{N}$

∑fx: the total of L2 learners' score

N: the total number of test (L2 learners)

4) Categorizing the percentage of L2 learners' score for each item :

$P = \frac{F}{N} \times 100\ \%$

TABLE 5. Criteria and Scale for L2 learners' Score Percentage

Bobot	Indicator
80 % - 100 %	Very Good
70 % – 79 %	Good
60 % – 69 %	Fair
50 % – 59%	Low
0 % – 49 %	Very Low

(Source: ULM Score System)

5) Make a script for the interview result.
6) Describe the results of the data that have been analyzed.
7) Make a conclusion about the L2 learners' capability in writing sentences with the type of compound based on the data.

FINDINGS AND DISCUSSIONS
Descriptions of the Data

This study focutilized on the capability of English Department L2 learners of Lambung Mangkurat University Batch 2017 in implementing coordinating conjunctions, conjunctive adverbs and semicolon in sentences with the type of compound. The study was conducted in Lambung Mangkurat University Banjarmasin, Kalimantan Selatan and the data were collected at the English Department on October, Sunday 23rd and November, Wednesday 14th, 2018. The investigator chose the L2 learners of the English Department Batch 2017 as the samples of the study for the reason that they have already learned about sentences with the type of compound and passed the Guided writing course. There were five writing classes that were chosen as the subject; A1, A2, A3, A4, and A5. The investigator took A3 and A5 as tryout classes before the instrument utilized in other classes. Moreover, the other three classes A1, A2, and A4, were the subjects of this study and there were 65 L2 learners in those classes.

Findings

Findings on the Written Test
After the test was conducted, the investigator gave a score to L2 learners' work and listed them into a table. The result was found that the capability of the English Department L2 learners Batch 2017 in answer all the items about Sentences with the type of compound can be categorized as "*average*" with an average score of 61.6. In addition, the table below shows the percentage of L2 learners score in implementing coordinating conjunctions, conjunctive adverbs, and semicolon in sentences with the type of compound.

Table 6. Percentage of L2 learners' score

No.	Score	Percentage	Frequency	Criteria
1	80 - 100	5%	3	Very Good
2	70 - 79	20%	13	Good
3	60 - 69	45%	29	Fair
4	50 - 59	14%	9	Low
5	0 - 49	17%	11	Very Low

The table above shows the list of percentages of L2 learners' scores in answering all item numbers. There were 9 to 11 L2 learners categorized into *low* to the *very low* level. However, only 3 L2 learners categorized into a *very good* level and most of them belonged to *fair* capability with 45%.

To be more specific about the result of the test, the table below shows the average percentage of the test contents.

Table 7. Average Percentage of Test Content

Test Content	Percentage %	Category
Making Sentences with the type of compound Using Coordinating Conjunctions	58%	Low
Making Sentences with the type of compound Using Conjunctive Adverbs	44%	Very Low
Making Sentences with the type of compound Using Semicolon	63%	Fair

The average percentage in writing sentences with the type of compound using coordinating conjunctions was 58%. Meanwhile, the lowest result of the average percentage for writing sentences with the type of compound using conjunctive adverbs was 44%. However, the average result in writing sentences with the type of compound using a semicolon was 63% which considered the highest result among other test contents.

The Description of making sentences with the type of compound using coordinating conjunctions

In this part of the test, L2 learners were asked to make sentences with the type of compound using coordinating conjunctions. There were 14 items and divided into three parts; joining pairs of sentences (7 items), making sentences using conjunctions given (5 items), completing the sentences by adding the second independent clause (2 items). The study findings can be seen in the table below.

Table 8. L2 learners' Score Percentage in Joining Pairs of Sentences

Number Test Items	Conjunctions	Answer Correctly	Percentage (%)	Criteria
1	And	49	75%	Good
2	So	38	58%	Low
3	But	44	68%	Fair
4	For	45	69%	Fair
5	Yet	36	55%	Low
6	Nor	22	34%	Very Low
7	Or	44	68%	Fair
Average score			**61%**	**Fair**

In this part, only one item number categorized of good, number 6, was answered correctly by 22 L2 learners (34%). Two item numbers 2 and 5 were categorized *low* with 38 and 36 L2 learners answered correctly. The test of the numbers 3, 4, and 7 was categorized *fair* due to the test items were answered correctly by 44 to 45 L2 learners.

Table 9. L2 learners' Score Percentage in Making Sentences

Number Test Items	Conjunctions	Answer Correctly	Percentage (%)	Criteria
26	Nor	27	41%	Very Low

27	So	46	71%	Good
28	Or	32	49%	Very Low
29	For	35	54%	Low
30	Yet	34	52%	Low
Average Score			**53%**	**Low**

It can be seen from the data above that from items in making sentences with the type of compound using conjunctions given, two item numbers 29 and 30 were categorized *low* with 35 and 34 L2 learners answered correctly. Meanwhile, item number 27 was categorized as *good* with 46 L2 learners answered it correctly (71%). There were 27 to 32 L2 learners answered the item numbers 26 and 28 correctly, makes it placed in the *very low* category.

Table 10. L2 learners' Score Percentage in Completing Sentences

Number Test Items	Conjunctions	Answer Correctly	Percentage (%)	Criteria
36	But	46	77%	Good
37	And	35	54%	Low
Average Score			**62%**	**Fair**

The table above is the score in making sentences with the type of compound by completing the sentences with the second independent clauses. It can be seen that item number 36 can be answered by 45 L2 learners (77%) and categorized as *good*. However, item number 37 belongs to the category of *low*.

To summarize the average percentage of the three parts in writing sentences with the type of compound using coordinating conjunctions, the table below shows the result.

Table 11. L2 learners' Percentage Score in Making Sentences with the type of compound Using Coordinating Conjunctions

Test Content		Percentage %	Category
Making Sentences with the type of compound Using Coordinating Conjunctions	Joining Pairs of Sentences	61%	Fair
	Making Sentences with the type of compound Using conjunctions given	53%	Low
	Making Sentences with the type of compound by completing sentences with the second independent clauses	62%	Fair

The Description of Making Sentences with the type of compound Using Conjunctive Adverbs

In this part of the test, L2 learners were asked to make sentences with the type of compound using coordinating conjunctions. There were 22 items and divided into three parts; joining pairs of sentences (9 items), making sentences using conjunctions given (5 items), completing the sentences by adding the second independent clause (8 items). The study findings can be seen in the tables below:

Table 12. L2 learners' Score Percentage in Joining Pairs of Sentences

Number Test Items	Conjunctions	Answer Correctly	Percentage (%)	Criteria
8	Therefore	40	65%	Fair

9	Nonetheless	13	20%	Very Low
10	On the other hand	16	25%	Very Low
11	Consequently	43	66%	Fair
12	Accordingly	28	43%	Very Low
13	Nevertheless	18	28%	Very Low
14	Otherwise	46	71%	Good
15	Moreover	32	49%	Very Low
16	However	18	28%	Very Low
Average score			**43%**	**Very Low**

Based on the table above, it can be seen that only one item number categorized *good*, number 14 which was answered correctly by 46 L2 learners (71%). Two item numbers 8 and 11 were categorized *fair* with 40 to 43 L2 learners answered correctly. The rest of the numbers, 9, 10, 12, 13, 15, and 16 were categorized *very low* due to the test items were answered correctly by 13 to 32 L2 learners.

Table 13. L2 learners' Score Percentage in Making Sentences

Number Test Items	Conjunctions	Answer Correctly	Percentage (%)	Criteria
31	Nonetheless	22	34%	Very Low
32	Otherwise	24	37%	Very Low
33	For example	21	32%	Very Low
34	Furthermore	31	48%	Very Low
35	Therefore	36	55%	Low
Average score			**41%**	**Very Low**

The data from the table above showed that only item number 35 was categorized as *low*. it was answered correctly by 36 L2 learners (55%). However, the rest of the numbers, 31 to 34 were categorized *very low* due to the test items were answered correctly by 21 to 31 L2 learners. To summarize, the average percentage of L2 learners in making sentences with the type of compound using conjunctions given was 41% and categorized *very low*.

Table 14. L2 learners' Percentage Score in Completing Sentences

Number Test Items	Conjunctions	Answer Correctly	Percentage (%)	Criteria
38	Consequently	35	54%	Low
39	Nevertheless	30	46%	Very Low
40	Accordingly	25	38%	Very Low
41	Moreover	26	40%	Very Low
42	For Example	23	35%	Very Low
43	Furthermore	32	49%	Very Low
44	However	33	51%	Low
45	On the other hand	35	54%	Low
Average score			**46%**	**Very Low**

The table above is the score percentage in completing the sentences by adding the second independent clauses. Three items number 38, 44, and 45 were categorized *low* with 33 to 35 L2 learners answered correctly. Meanwhile, the rest of the numbers, 39 to 43 which makes those items placed in the same category, *very low*.

To be more specific about the result of the test, the table below showed the average percentage of writing sentences with the type of compound using conjunctive adverbs.

Table 15. L2 learners' Percentage Score in Making Sentences with the type of compound Using Conjunctive Adverbs

Test Content		Percentage %	Category
Making Sentences with the type of compound Using Conjunctive Adverbs	Joining pairs of sentences	43%	Very Low
	Making Sentences with the type of compound Using conjunctions given	41%	Very Low
	Making Sentences with the type of compound by adding second independent clauses	46%	Very Low

Findings on the capability in Making Sentences with the type of compound Using semicolon

In making sentences with the type of compound using a semicolon, the investigator asked the L2 learners to recompose the sentences and place semicolon appropriately. There were 9 items in this part. The study findings can be seen in the table below.

Table 16. L2 learners' Score Percentage in Rewriting Sentences

Number Test Items	Answer Correctly	Percentage (%)	Criteria
17	48	74%	Good
18	49	75%	Good
19	43	66%	Fair
20	50	77%	Good
21	48	74%	Good
22	11	17%	Very Low
23	49	75%	Good
24	40	61%	Fair
25	33	50%	Low
Average score		**63%**	**Fair**

Based on the table above, it can be seen that the result in writing sentences with the type of compound using semicolon was very contrasted with writing sentences with the type of compound using coordinating conjunctions and adverbs. In this part, only one item number categorized very low, number 22, was answered correctly by 11 L2 learners (17%). Meanwhile, item number 25 was categorized *low* with 33 L2 learners answered it correctly (50%). The rest of the numbers, 17, 18, 20, 21, and 23 were categorized as *good* capability due to the test items were answered correctly by 48 to 50 L2 learners. To summarize, the average percentage of L2 learners in rewriting the sentences and placing semicolon appropriately is 63% and categorized as *fair*.

Finding on the Interview

This part was aimed to confirm the data from the written test result. 9 questions are asked in the interview.

The first question asked about the L2 learners' knowledge of the sentences with the type of compound. All respondents have the same definition of the compound sentence. Most of them defined sentences with the type of compound only. For example, a compound sentence is combining two independent clauses or simple sentences by using the conjunctions. However, no L2 learners mentioned how to form the compound sentence is.

The second question asked about how many ways to make sentences with the type of compound which have been learned in the previous semester. Moreover, the investigator asked the L2 learners' knowledge about the ways to make sentences with the type of compound. In conclusion, all L2 learners have the same answered three ways have been learned in the Guided Writing Course; Coordinating conjunctions, Conjunctive adverbs, and semicolon. Generally, the L2 learners understand the coordinating conjunctions as the side of conjunctions. However, most of them did not mention the meaning of all the conjunctions based on the function in sentences with the type of compound. Also, they did not mention to form of the three ways.

The fifth question asked about the L2 learners' difficulties in joining the two simple sentences by using the coordinating conjunctions. The respondents mentioned that sometimes they faced problems using the coordinating conjunctions appropriately. Moreover, the investigator also asked whether they had difficulty using the coordinates in the form of making sentences with the type of compound. However, the L2 learners responded that they often faced problems in making sentences with the type of compound using their own words instead of combining the two simple sentences.

The next question asked about the L2 learners' difficulties using the conjunctive adverbs in writing sentences with compound type. The respondents mentioned that they could not utilize the conjunctive adverbs appropriately to combine two simple sentences or make sentences using their own words. They also agreed that the conjunctive adverbs have a similar meaning in every function, such as showing results and opposite ideas. In conclusion, the L2 learners did not follow the conjunctive adverbs based on meaning in the sentences with the type of compound, but they translated it into Indonesian.

The sixth question asked about the L2 learners' difficulties using semicolon appropriately in sentences with compound type. Some of the L2 learners had the same answer that they sometimes had a problem using semicolon for the reason that they could not find the second independent clauses. Also, the investigator asked the L2 learners' knowledge about the independent clautilize. Some respondents agreed that the independent clause is a clause that can stand alone without the dependent clautilize, and it consists of subject and verb. However, several respondents did not know the independent clause means.

The seventh question asked the respondents' problem in adding another independent clautilize. Most of them did not get trouble to add the second independent clauses. They assumed that if they know the definition of independent clauses it will be easy to add another independent clautilize. Also, some of the interviewees mentioned that they had difficulty adding the second independent clautilize. It was a lack of knowledge on the matter. The last question relates to L2 learners' opinions on all the parts of the test. Almost all L2 learners had felt hard to answer the question in the form of making sentences using their own words. Meanwhile, there were some L2 learners had difficult to answer the rest parts of the questions, and they had their own reasons behind it.

In conclusion, it was quite clear that almost all the L2 learners had problems in making sentences with the type of compound using conjunctive adverbs. From their point of view, they could not utilize the conjunctions appropriately for the reason that it has the same functions in sentences with the type of compound. However, there were some L2 learners have difficulty to utilize appropriate coordinate conjunctions in the form of joining pairs of sentences and making sentences. Also, some of the L2 learners did not give satisfactory answer both definition of coordinates conjunctions and conjunctive adverbs in a compound sentence, and definition of the independent clautilize. They did not mention both meaning and form of conjunctions in the sentences with the type of compound for the reason that

many L2 learners were forgotten of the normal punctuations of conjunctive adverbs in sentences with the type of compound. Additionally, they had problems to discover the second independent clauses in the form of rewriting the sentences, especially for the first subject.

Discussion

Based on the study result, the capability of the English Department L2 learners of Lambung Mangkurat University Batch 2017 in implementing coordinating conjunctions, conjunctive adverbs and semicolon in sentences with the type of compound were considered as an *average* level. Based on the average score that the L2 learners got from the test result was 61.6 which belongs to *fair capability*. The test was about using coordinating conjunctions, conjunctive adverbs and semicolon in sentences with the type of compound to join pairs of sentences, make sentences using conjunctions given, rewrite the sentences, and complete sentences by adding the second independent clauses. However, most of the L2 learners got difficulties in implementing conjunctive adverbs appropriately in sentences with the type of compound, especially in making sentences. The L2 learners told that conjunctive adverbs have the same function in sentences with the type of compound. Therefore, they could not differentiate between one conjunction with others such as to show opposite ideas and to show the result.

Compare to the study results from the previous study that had been conducted by Wulandari in 2015 to the third-year L2 learners at English Department of Bung Hatta University with the average score 58% L2 learners still get difficulty in using coordinates (*but, so*, and *for*) and the study had been conducted by Basthomi also in 2019 to the college L2 learners shows that they did not understand the meaning of conjunctions in writing sentences with the type of compound. Moreover, they cannot differentiate sentences with the type of compound from simple sentences when using conjunctions. It is proved by the findings that the university L2 learners still have the same problems using the appropriate conjunctions in writing sentences with the type of compound when joining and making sentences with the type of compound. In addition to this discussion, the investigator discussed the data into three parts. First, based on the table (see table 4.1), it showed that the average percentage in writing sentences with the type of compound using coordinate conjunctions in form of joining pairs of sentences, making sentences, and completing sentences was 58%, which is in the category of *low*.

From the study result, the average percentage in the form of joining pairs of sentences using coordinating conjunctions was 61%, which is in the category of *fair*. Most of the L2 learners have *very low* capability using "*Nor*". They made the sentence like '*I do not compose Arabic, or do I speak it very well*', where it should be utilized '*I do not compose Arabic, nor do I speak it very well.* Moreover, the L2 learners had a *low* capability using "*Yet*". Some of them could not differentiate the coordinate between "*yet*" and "*but*". They made the sentences like '*The naughty L2 learners did not like to go to school, but they went anyway*', where it should be utilized '*The naughty L2 learners did not like to go to school, yet they went anyway*'. '*My friend invited me to a tea party, yet my parents did not let me go*', where it should be utilized '*My friend invited me to a tea party, but my parents did not let me go*'. Both coordinates *but* have the same meaning in sentences with the type of compound to contrast the opposite idea from the first sentence. However, the conjunction "*yet*" is utilized in negative sentences and questions to talk about the things that have not happened but that we expect to happen. The L2 learners **had** the *low* capability using "*so*", they made the sentence like '*I have an crucial meeting on Monday, but I cannot attend your graduate ceremony*', where it should be '*I have an crucial meeting on Monday, so I cannot attend your graduate ceremony*'. The rest of coordinates like "*and, or, but,* and *for* were categorized as *good* to *fair*.

In addition, the average percentage using coordinates conjunctions in the form of making sentences was 53%, which is in the category of *low*. Similarly, the L2 learners did not utilize coordinate conjunctions appropriately. They made the sentences like '*Richard is graduating from high school this year, so he is hoping to go to college in the fall*', where it should be '*Richard is graduating from high school this year, and he is hoping to go to college in the fall*', '*the man helped given thatrely, yet many people thought negatively about him*', where it should be '*the man helped given thatrely, but many people thought negatively about him*'. However, the average percentage in the form of completing

sentences by adding the second independent clauses was 62%, make it placed in the *fair* category. The L2 learners made the incorrect form for the second independent clauses like no subject, verb, object, and sometimes they missed to put a comma before the coordinate. They made the sentences like '*I miss my family, but I in Banjarmasin',* where it should be '*I miss my family, but I am in Banjarmasin'. 'Dolphins are friendly animals and cute',* where it should be '*Dolphins are friendly animals, and I love them'.* Also, some of the L2 learners did not answer the question in form of making and completing the sentences for the reason that they need to think hard how to make the sentences using their own words, and the interview session supported it.

In conclusion, the result showed that the L2 learners had a *low capability* using coordinates in sentences with the type of compound. Regarding the interview result, the L2 learners could not differentiate the meaning of each conjunction based on the function in sentences with the type of compound for the first and second independent clauses. In this case, the L2 learners need to see the first clause before applying the conjunctions for the reason that the second clause will explain the first clause itself. It is supported by Oshima (1998) said that the coordinates in sentences with the type of compound do not more joining the main clauses; it also indicates the relationship between the ideas for the reason that each of the conjunctions is utilized for a different purpose for the reason that every conjunction has a different meaning.

Second, the average percentage in the form of joining pairs of sentences using conjunctive adverbs was 43%, which belongs to a *very low* category. The L2 learners had *very low capability* using conjunctive adverbs to show the opposite ideas. They made the sentences like '*You are my friend's; consequently, I feel like you are taking advantage of me'*, where it should be '*You are my friend's; nonetheless, I feel like you are taking advantage of me'. My brother enjoyed getting a new smartphone; therefore, a new car would have been a better present for him',* where it should be '*My brother enjoyed getting a new smartphone;* **nevertheless,** *a new car would have been a better present for him'. 'Natural resources of Indonesia spread from Sabang to Merauke;* **on the other hand,** *they're not utilized properly*', where it should be '*Natural resources of Indonesia spread from Sabang to Merauke;* **however,** *they're not utilized properly*'. Similarly, the L2 learners had *very low capability* using conjunctive adverbs to show the result (*Accordingly*), to add contrast, and additional idea (*Moreover*). They made the sentences like. *Mia is so good in Mathematics;* **therefore,** *we appoint her to become our school representative in the Mathematics Olympic*', where it should be '*Mia is so good in Mathematics; accordingly, we appoint her to become our school representative in the Mathematics Olympic'. Those stores open on weekends and holidays;* **nevertheless,** *they close in the weekday*', where it should be '*Those stores open on weekend and holiday;* **on the other hand,** *they close in the weekday'. 'Harris is intelligent;* **however,** *he is well educated'*, where it should be. '*Harris is intelligent;* **moreover,** *he is well educated'.* The first sentence showed the result based on fact, while the second sentence talk about Harris is not only intelligent, but he is also well educated. It means the second idea support other clause based on fact. However, some of the L2 learners had *fair* to *good capability* using conjunctive adverbs to show the result (*Therefore* and *accordingly)* and alternative (*Otherwise*).

Furthermore, the L2 learners did not utilize conjunctive adverbs appropriately in the form of making sentences and make it placed *very low* category with 41%. They made the sentences like '*Yulia drinks fresh milk and does exercise regularly;* **nonetheless,** *her bones are dense and strong,* where it should be '*Yulia drinks fresh milk and does exercise regularly;* **therefore,** *her bones are dense and strong'.* Also, some L2 learners utilized an incorrect form such as no subject and verb for the second independent clautilize. They made the sentences like '*My boss got stuck in the jam,* **furthermore** *he is late for the crucial meeting',* where it should be '*my boss got stuck in the jam; **furthermore,** he is late for the crucial meeting', 'I have a meeting every day; for example, in five minutes',* where it should be *I have a meeting every day; for example, today I have a meeting in five minutes', 'Lusia kept talking in class; therefore she in trouble',* where it should be '*Lusia kept talking in class; therefore, she got in trouble'.* There were 54% of L2 learners who did not answer the questions including an incorrect form for the independent clauses they made the sentences like '*Calcium is found in green leafy vegetables; for example, broccoli'.* Moreover, some L2 learners did not follow the rules using conjunctive adverbs in sentences with the type of compound like no semicolon and comma. They made the sentences like '*Rika is a quiet girl on the other hand she is brilliant*', where it should be '*Rika is a quiet girl; on the*

other hand, she is brilliant. 'I have finished my math work <u>however,</u> I have not finished another subject', where it should be *'I have finished my math work; <u>however,</u> I have not finished another subject'.*

In conclusion, the L2 learners had *very low capability* using conjunctive adverbs in the form of joining pairs of sentences, making sentences, and completing sentences. As a result in an interview, many L2 learners told that they were difficult to make sentences with the type of compound using their own words for the reason that it needs more knowledge about the conjunctions already, and how is the first with the second independent clautilize. Consequently, some of the L2 learners answered the items as much as they can.

Third, the average percentage of making sentences with the type of compound using the semicolon in the form of rewriting sentences was 63%, which belongs to *fair capability*. Regarding the interview session, the L2 learners did not get difficulties to answer the questions in the form of rewriting sentences. However, there were 37% of L2 learners who placed comma instead of semicolon between two independent clauses, and some of them difficult to find the second independent clauses. They made the sentences like 'Peter was born in Peru; he lives in Canada now'. '***<u>Poland was the first Eastern European country to turn away from communism,</u>*** *<u>others soon followed</u>*', where it should be '***<u>Poland was the first Eastern European country to turn away from communism;</u>*** *<u>others soon followed'</u>*. '***<u>French is the main language;</u>*** *<u>in Quebec many people there also speak English',</u>* where it should be '***<u>French is the main language in Quebec;</u>*** *many people there also speak English'.* In conclusion, writing sentences with the type of compound using the semicolon in the form of rewriting sentences was the highest score among writing sentences with the type of compound using coordinates and conjunctive adverbs.

In general, it can be said that the capability of the English Department L2 learners of Lambung Mangkurat University Batch 2017 in implementing coordinating conjunctions, conjunctive adverbs and semicolon in sentences with the type of compound was on *average* level. Many L2 learners did not utilize coordinate conjunctions in the form of joining pairs of sentences and making sentences (*for, nor, but, yet,* and *so)*. However, most of the L2 learners did not utilize the conjunctive adverbs like to show the opposite idea (*however, nevertheless*, and *nonetheless*) in form of joining pairs of sentences, and additional idea (*moreover* and *furthermore*) was in form of joining pairs of sentences and making sentences. While to show the result (*therefore*) for the first idea was in the form of joining pairs of sentences, making sentences, and completing sentences. The finding is the same as the study results that have been conducted by Fadhilah (2014), she said that many L2 learners difficult to utilize the conjunctive adverbs appropriately in form of combining simple sentences and making sentences.

Basically, according to Biber (2007), "Connectors is one of the problems faced the EFL in writing for the reason that connectors become considerable attention to how the learners compose and what problems they encounter in writing". However, the study result showed that L2 learners' biggest problem was using conjunctive adverbs appropriately in writing sentences with compound type. Biber said that some problems usually faced by the L2 learners occur when the L2 learners utilize a conjunctive adverb (e.g. howe*ver, therefore, consequently*, and *furthermore*) in the middle of the sentence when a connector is actually needed. Moreover, two independent clauses cannot be linked with just a comma for the reason that it will be called comma splice. While semicolon is omitted between two independent clauses in sentences with the type of compound it will be called a futilized sentence. Adriani (2015). Therefore, connectors are very crucial for L2 learners to develop their competence in paragraphs or essays production.

CONCLUSION AND SUGGESTION

Conclusion
Based on the conducted study, the investigator concluded that the English Department L2 learners of Lambung Mangkurat University Banjarmasin Batch 2017 implemented coordinating conjunctions, conjunctive adverbs, and semicolon in sentences with the type of compound categorized as *fair* level with the average score 61.6.

The L2 learners had a *low capability* in implementing coordinating conjunctions with an average score of 58%. Meanwhile, sentences with the type of compound using semicolon classified as a *fair* category with an average score of 63%. However, in implementing conjunctive adverbs categorized as *very low, the average score was* 44%, which is the lowest category among the other two.

Suggestions

As for suggestion, the investigator give several suggestions. First, the study's result needs to be maintained and improved by increasing exercises because each conjunction is one of the crucial aspects in explaining L2 learners' ideas in writing paragraphs or essays. Second, the L2 teachers are expected to provide the L2 learners with sufficient explanations of respective conjunctions and their function in sentences with the type of compound. Third, learning through group guidance, which helps to understand the conjunctions in sentences with the type of compound (Januliene, 2015). Fourth, games can be utilized as a method or technique to practice with peers, in either speaking or writing. It can be helpful to review the basics of compound sentence constructions and how to utilize conjunctions (Januliene, 2015).

REFERENCES

Basthomi, Yazid. (2019). *The Utilize of Conjunctive Adverbs in Student' Articles at the English Department of Malang University*. Published Thesis: Jawa Timur Universitas Negeri Malang. English Department L2 learners.

Biber, Douglas et al. (2007). *The grammar of Spoken and Written English*. London: Longman

Cloutilize, B.F. (2004). *The L2 learners Composer. (6th Ed).* New York: Mcg raw Hill Higher Education.

Darmadi, H. (2014). *Metode Penelitian Pendidikan dan social*. Bandung: Penerbit Alfabeta Bandung.

Fadhilah, Silviana. (2014). *An Analysis of The Third Year L2 learners' Problems in Writing Sentences with the type of compound at the English Department of Bung Hatta University.* Published Thesis: Sumatera Barat Bung Hatta University. English Department L2 learners.

Januliene, A. (2015). *On the Utilize of Conjunctive Adverbs in Learners' Academic Essays.* Published Thesis: Vilnius University.

Oshima, A. and Hogue, A. (1998). *Writing Academic English (3rd Ed).* New York: Addison Wesley Publishing Company.

Sari, R. Adriani. (2015). *Start Writing From Sentence to Paragraph.* Yogyakarta: Graha Ilmu.

Wulandari, S. (2015). *An Analysis Of The Third Year L2 learners' capability in Writing Sentences with the type of compound Using Coordinating Conjunctions at English Department Of Bung Hatta University.* Published Thesis: Kuningan Indonesia University. English Department L2 learners.

Yarber, Marry Laine (2009). *Reviewing Basic Grammar: A Guide to Writing Sentences and Paragraphs (8th).* New York: Longman